

**DEPARTMENT OF EDUCATION****Part A of Title I of the Elementary and Secondary Education Act of 1965****AGENCY:** Department of Education.**ACTION:** Notice of guidance for requesting waivers under part A of title I of the Elementary and Secondary Education Act of 1965 for schools under State-ordered or court-ordered desegregation plans.

**SUMMARY:** In this notice, the Assistant Secretary for Elementary and Secondary Education provides guidance to local educational agencies (LEAs) with schools under a court-ordered or State-ordered desegregation plan or a plan that continues to be implemented in accordance with a court-ordered or State-ordered desegregation plan. This guidance is intended to assist the Secretary in implementing section 1113(a)(7) of title I of the Elementary and Secondary Education Act of 1965 (Title I). The information obtained enables the Secretary to waive certain requirements of title I for eligible LEAs.

**ADDRESSES:** Requests for waivers should be submitted, in writing, to the Honorable Richard W. Riley, Secretary of Education, U.S. Department of Education, 600 Independence Avenue SW., room 6300. Attn: Waiver Action Board, Washington, D.C. 20202-0125.

**FOR FURTHER INFORMATION CONTACT:**

Mary Jean LeTendre, Director, Compensatory Education Programs, Office of Elementary and Secondary Education, U.S. Department of Education, 600 Independence Avenue, S.W. (Portals Building, room 4400), Washington, D.C. 20202-6132. Telephone (202) 260-0826. Individuals who use a telecommunications device for the deaf (TDD) may call the Federal Information Relay Service (FIRS) at 1-800-877-8339 between 8 a.m. and 8 p.m., Eastern time, Monday through Friday.

**SUPPLEMENTARY INFORMATION:** One of the overarching principles of part A of title I of the Elementary and Secondary Education Act of 1965, as recently amended by the Improving America's Schools Act, is to target resources on those elementary and secondary schools with the highest concentrations of children from low-income families. As a result, section 1113(a) of title I requires an LEA to identify its eligible school

attendance areas and schools, rank those areas and schools according to concentrations of poverty, and serve those areas and schools in rank order. An eligible area or school is one in which the percentage of children from low-income families is above the districtwide poverty average or 35 percent. Under section 1113(c)(1) of title I, the LEA must allocate funds to participating areas or schools in rank order on the basis of the total number of children from low-income families in each area or school.

Section 1113(a)(7) of title I recognizes that a State-ordered or court-ordered school desegregation plan or a plan that continues to be implemented in accordance with such a desegregation plan may alter the concentrations of poverty in schools governed by the plan. To accommodate this situation, if the number of children from low-income families in a school under a desegregation plan is at least 25 percent of the school's total enrollment, the LEA may request the Secretary to waive the eligibility and allocation requirements in section 1113(a) and (c) so that the LEA may identify as eligible and serve the school under title I. The Secretary may grant the LEA's request if the Secretary determines that approval of the request would further the purposes of part A of title I.

If an LEA desires a waiver of the requirements in either section 1113(a) or (c) for a school under a State-ordered or court-ordered school desegregation plan or a plan that continues to be implemented in accordance with such a desegregation plan, the LEA must submit a written request to the Secretary. The Secretary encourages the LEA, in preparing its request, to seek comment from interested parties, including the State educational agency and private school officials, if appropriate, and to include the following information in its request so that the Secretary may determine whether the request meets the statutory criteria in section 1113(a)(7):

- The school or schools for which the waiver is requested.
- A copy of the LEA's ranking of school attendance areas and schools, indicating which schools the LEA would fund if the waiver is granted and which schools the LEA would fund absent a waiver.

- A brief explanation of the LEA's desegregation plan (indicating the date of the plan and whether it is court-ordered, State-ordered, or continues to be implemented in accordance with a court- or State-ordered plan), how the desegregation plan affects the schools for which the waiver is requested (including, if available, the plan's impact on the concentrations of poverty in those schools), and how the plan would be furthered by the waiver.

- An explanation of the educational justification supporting the waiver request, including measurable educational improvement goals and expected outcomes for affected students and the methods to be used to measure progress in meeting those goals and outcomes.

- If the LEA proposes to skip eligible schools in order to serve schools under a waiver, an explanation of why it would further the purposes of the title I program to serve the schools for which the waiver is requested rather than the schools that would be skipped, including a description of the services to be provided and the number of children who would benefit.

- If the LEA is requesting a waiver of section 1113(c), the per-pupil amount the LEA intends to allocate to the schools for which the waiver is requested and the per-pupil amount(s) the LEA intends to allocate to its other schools.

- An explanation of how the LEA will continue to ensure the equitable participation of eligible private school children if the waiver is granted, including a description of how it consulted with private school officials in the development of the waiver request.

The Secretary may grant the LEA's request if the Secretary determines that approval of the request would further the purposes of part A of title I.

(Approved by the Office of Management and Budget under control number 18100566) (Catalog of Federal Domestic Assistance Number: 84.010, Improving Programs Operated by Local Educational Agencies)

Dated: September 27, 1995.

Thomas W. Payzant,

Assistant Secretary for Elementary and Secondary Education.

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UNITED STATES DEPARTMENT OF EDUCATION

WASHINGTON, D.C. 20202- 6132

March 18, 1996

MEMORANDUM TO CHIEF STATE SCHOOL OFFICERS

SUBJECT: Use of Free and Reduced Price Lunch Data for Title I Purposes

As many of you are aware, we have been working with officials at the U.S. Department of Agriculture (USDA) regarding the use of free and reduced price lunch data for Title I purposes.

Section 108 of Public Law 103-448, the Healthy Meals for Healthy Americans Act of 1994, authorizes the release of student free and reduced school meal eligibility status for Federal and State education programs. Because of the sensitivity of this information and the intent to publish regulations implementing this section, USDA issued a memorandum several months ago stating that the use of such information for Federal and State education programs would not be permissible until such regulations were published. However, since that memorandum was issued, our Department has worked closely with USDA to explain the need for such information for the Title I program. As a result of our discussions, USDA issued the enclosed memorandum that authorizes the release of free and reduced school eligibility information for Title I purposes.

Please feel free to contact me should you have any further questions on this matter.

A handwritten signature in cursive script, reading "Mary Jean LeTendre".

Mary Jean LeTendre  
Director  
Compensatory Education Programs

Enclosure

cc: State Title I Coordinators

FEB 23 1996

SUBJECT: Cooperation with Education Officials - Title I

TO: Regional Directors  
Special Nutrition Programs  
All Regions

Section 108 of Public Law 103-448 authorizes the release of student free and reduced price school meal eligibility status for Federal and State education programs. Although we intend to promulgate regulations on the provision, we have not been able to publish the provision on a timely basis. Consequently, we are authorizing school officials, through this memorandum to cooperate with education officials collecting data for Title I purposes.

Under current policy, school food service officials may release aggregate information about the number of children eligible for free and reduced price meals. Additionally, we are now authorizing school food service officials to disclose the names of individual children who are eligible for free or reduced price meals, to officials collecting data for Title I allocation and evaluation purposes. While we are authorizing the release of this information, the final decision rests with local officials.

For allocation of funds under Title I, public schools are usually annually ranked according to the number of children eligible for free and reduced price school meals as an annual indicator of the socioeconomic status of the school's attendance area. While Title I funds are not dispersed to private schools, children from the attendance area who attend private schools may still be included in the total count of needy children living in the attendance area. Therefore, private schools that participate in the school nutrition programs may release the addresses, grade levels and eligibility status of children determined eligible for free and reduced price school meals to Title I officials. It should be noted that private schools would not need to release the names of free and reduced price eligible students, since addresses are sufficient to determine attendance areas.

While in some instances aggregate release of free and reduced price school meal information is sufficient, food service

Regional Directors

2

officials may be asked to provide the names and eligibility status of individual children for Title I evaluation purposes. Consequently, school food service officials may cooperate with education officials for evaluation of Title I services. The Department of Education has been advised of this policy in the attached letter to Mary Jean LeTendre, Director of Compensatory Education Programs for that Department.

Please provide your States with copies of this memorandum and attached letter. You may contact Charles Heise or Barbara Semper at (703) 305-2968 with any questions.

**SIGNED**

ALBERTA C. FROST  
Director  
Child Nutrition Division

Attachment

## SCHOOLWIDE PROGRAMS



# **SCHOOLWIDE PROGRAMS**

## **CONTENTS**

Introduction	1
What is a schoolwide program?	2
What advantages do schoolwide programs offer?	3
Which schools are eligible to operate schoolwide programs?	4
How does a school become a schoolwide program?	5
School-level decisionmaking	6
Essential components of schoolwide programs	7
Addressing needs of all children	10
"High standards for all"	10
Safeguards	11
Migrant funds	12
Indian Education funds	12
Planning for success	13
Development of plan	12
New kinds of planning	13
Schoolwide support and assistance	14
School support teams	15
Distinguished educators, distinguished schools, and alternative approaches	15
Examples	17

Accountability 18

Examples of successful schoolwide programs 19

Federal Register Notice - September 21, 1995 [Notice exempting schoolwide programs under Part A of Title I from statutory or regulatory requirements of other Federal education programs]

## **SCHOOLWIDE PROGRAMS**

### **INTRODUCTION**

For the first time, ESEA programs are designed to work together with, rather than separately from, one another. Moreover, rather than operating apart from the broader education that children receive, ESEA programs are focused on supporting the overall reforms of States, school districts, and schools, and ensuring that all children--whatever their background and whatever school they attend--can reap the benefit of those reforms.

Title I schoolwide programs form the centerpiece of ESEA's new vision and are among the most promising changes in the new Title I. A schoolwide program school may now use its Part A funds coupled with other Federal education funds to upgrade the school's entire educational program, rather than to target services only on identified children. By affecting the entire program of instruction, the overall education of children in the most impoverished Title I schools can be improved. Whereas under the former Chapter 1, schools needed 75 percent poverty to be eligible for schoolwide projects, Title I gives many more schools the option to develop schoolwide programs--all schools with 60 percent poverty in the 1995-1996 school year and 50 percent poverty in subsequent years. And for schools opting to become schoolwide programs, schools have expanded flexibility and support.

Title I's emphasis on schoolwide programs responds to a solid research base about what makes schools work for disadvantaged students. Repeated findings show that:

- ◆ all children's performance is negatively affected in schools with high concentrations of poverty.
- ◆ for the lowest achieving students in the highest poverty schools to meet high standards of performance, their entire instructional program, not just a separate Title I program, must be substantially improved.
- ◆ educators in highly successful schools expect high academic achievement from every child.
- ◆ when an entire school is the target of change, schools serving the most disadvantaged youth can achieve success.

Below, the schoolwide program provisions in the new law are described in greater detail, along with how they can support high-quality reform in Title I schools.



## UNDERSTANDING SCHOOLWIDE PROGRAMS

### WHAT IS A SCHOOLWIDE PROGRAM?

#### *A schoolwide program--*

- **Is built on schoolwide reform strategies, rather than separate, add-on services.**

A schoolwide program permits a school to use funds from Part A and other Federal education program funds and resources to upgrade the entire educational program of the school in order to raise academic achievement for all the students. This contrasts with a Title I targeted assistance program, through which Part A funds are used only for supplementary educational services for eligible children who are failing or at risk of failing to meet State standards.

- **Provides flexibility in spending Title I funds.**

Schoolwide programs have great latitude in determining how to spend their Part A funds. Schoolwide programs do not have to identify particular children as eligible for services, show that Part A funds are paying for supplemental services that would otherwise not be provided, or separately track federal dollars. Instead, schoolwide programs can use their Part A funds in the manner they choose, as long as they engage in reform strategies that increase the amount and quality of learning time and help provide a high-quality curriculum for all children, according to a comprehensive plan to help children meet the State's challenging standards.

- **Permits flexibility to combine other federal funds in support of the schoolwide program.**

Schoolwide programs under the new Title I may now use, in addition to Part A funds, funds from most other federal education programs to upgrade the entire educational program. A schoolwide program that includes other federal programs **does not have to conform to the specific statutory or regulatory requirements of each separate program** as long as the intent and purposes of those programs, as well as certain requirements relating to such critical areas as civil rights and health and safety, are met. The involvement, during comprehensive planning of a schoolwide program, of all staff, parents, and others in the community that have a stake in the children's education will help to ensure that the program is designed to meet all of the school's students needs.

At the end of this chapter is a copy of the Schoolwide Program Notice, published in the Federal Register on September 21, 1995, that discusses which programs can be included and how their "intent and purposes" are met.

Note: Although children with disabilities may participate in schoolwide programs, funds from the Individuals with Disabilities Education Act (IDEA) may not be combined with other funds in a schoolwide program.

■ **Focuses on results.**

Flexibility in the use of funds is tied to increased achievement by children in the target groups that the individual programs are intended to help.

The essential components of schoolwide programs are discussed beginning on page 8 of this chapter.

## **WHAT ADVANTAGES DO SCHOOLWIDE PROGRAMS OFFER?**

The schoolwide program provisions provide many advantages to schools developing schoolwide programs. By allowing schools to integrate their programs, strategies, and resources, Title I can become the catalyst for comprehensive reform of the entire instructional program children in these schools receive. An example can show why:

Imagine a schoolwide program funded under Title I, Part A, that also receives professional development funds under Title II, bilingual education funds under Title VII, and Vocational Education money under the Perkins Act. This schoolwide program school would not have to document that it spent professional development funds on professional development activities or Perkins money on vocational education programs. Nor does the school have to demonstrate that it is complying with all of the separate requirements of each of these programs. As long as the school meets the intent and purposes of these programs and demonstrates that its schoolwide program plan contains sufficient activities to reasonably address the needs of the intended beneficiaries of those programs that were identified through the comprehensive needs assessment, it could combine those funds with its other funds to support overall schoolwide initiatives for all students. Ultimately, the evaluation of the schoolwide program's effectiveness will demonstrate whether the intended beneficiaries' needs are being met by the many programs' resources.

By consolidating their federal resources to support schoolwide reform, the principal, teachers and other school staff within a school, with the participation of parents, have the opportunity to:

- ◆ comprehensively plan the overall educational program for all children in the school.
- ◆ come together with one another, eliminating the isolation that characterizes working conditions for many educators.
- ◆ address the needs of students in an integrated way.
- ◆ spend federal resources in ways they determine can most effectively raise the achievement of their students.
- ◆ stimulate comprehensive reform of the entire instructional program provided to children, rather than operating separate and fragmented add-on programs.

Schoolwides encourage schools to begin planning by asking themselves: How are the students performing in relation to what children are expected to know and do? What kind of schoolwide changes are necessary to support achievement of State standards? Is the program designed to address the needs of all children who attend the school over the entire year? As long as they are asking--and answering--these kinds of questions, schoolwides can use their federal resources to support the kinds of changes they deem essential for the success of their students.

### **WHICH SCHOOLS ARE ELIGIBLE TO OPERATE SCHOOLWIDE PROGRAMS?**

A school may operate a schoolwide program if--

- The LEA determines that the school serves a participating attendance area or is a participating school under section 1113 of Title I.

**AND**

**For the 1995-1996 school year:**

- at least 60% of children enrolled in school are from low-income families.

**OR**

- at least 60% of the children residing in the attendance area the school serves are from low-income families.

**For the 1996-1997 and subsequent school years:**

- At least 50% of the children enrolled in the school or residing in the school attendance area are from low-income families.

**Note:** To determine eligibility for a schoolwide program, an LEA may use a different poverty measure than the one(s) used by the LEA to identify and rank school attendance areas for Part A eligibility and participation. For example, for the 1996-1997 school year, an LEA ranks its school attendance areas using AFDC data and determines that all schools with 45 percent poverty and above will participate in Title I. Although AFDC data indicate a school has 46 percent poverty which would not make it eligible to operate a schoolwide program, free and reduced price lunch data indicate that this same school has 52 percent poverty. The LEA may determine that this school is eligible to conduct a schoolwide program.

- Q1. What happens if a school that becomes a schoolwide program drops below the initial eligibility threshold in a subsequent year?**
- A.** To promote effective, long-term planning, a school can maintain its schoolwide program eligibility even if it drops below the initial poverty threshold. There is no required redetermination of schoolwide program status every three years as there was in the past. Therefore, a school that becomes a schoolwide in 1996 with 51% poverty can continue its schoolwide program even if its poverty level falls below 50% in following years, as long as the school meets the general Title I eligibility and selection requirements and the LEA has sufficient funds to serve the school.

**HOW DOES A SCHOOL BECOME A SCHOOLWIDE PROGRAM?**

- The LEA determines that a school's poverty level makes it eligible to become a schoolwide program--60% or greater in the 1995 school year and 50% or greater in the following years--and the school has been selected to participate:

AND

- The school, in consultation with its district, decides that it wants to become a schoolwide program.

AND

- High-quality assistance and support is available to the school. This can be demonstrated in one of two ways:
  - ◆ the state has provided written information to the LEA that demonstrates the

SEA has established a statewide system of support and improvement.

or

- ◆ the school demonstrates to its LEA that it will receive high-quality technical assistance and support from other assistance providers. Among the many examples of other assistance providers a school can draw on are--
  - Comprehensive technical assistance centers.
  - Regional education and research laboratories.
  - Universities, colleges and community colleges.
  - Other successful schools or educators (e.g., distinguished schools or distinguished educators).
  - Educators within the school.
  - Local consortia of various institutions such as community service organizations, educational agencies, and private industry.

It is important to recognize that it is a school's decision as to whether it will or will not choose to become a schoolwide program.

## **ENSURING HIGH-QUALITY SCHOOLWIDE PROGRAMS**

Part A expands the schoolwide program approach and makes it easier for schools to operate such programs. It adds new provisions to ensure that schoolwides undertake the kinds of fundamental instructional reforms necessary to improve teaching and learning geared to challenging standards. These provisions, discussed in greater detail below, include school-level decisionmaking, a greater emphasis on comprehensive planning and reform, and increased technical assistance and support for schools engaging in schoolwide reform.

### **SCHOOL-LEVEL DECISIONMAKING**

The new Title I, Part A brings program decisions down to the school level: **schools, in consultation with their districts, will determine how to use their funds in ways that best meet the needs of their students.** Bringing these decisions to the school level can help transform Title I from a district-directed "one-size-fits-all" program to a significant resource for schools to use to meet the needs of their students. However, consultation with the LEA regarding these decisions is extremely important because the LEA has the ultimate

responsibility for the education of its students and proper administration of Title I, Part A.

## **ESSENTIAL COMPONENTS OF SCHOOLWIDE PROGRAMS**

Title I embraces a new approach that seeks every opportunity to focus Part A dollars and other funds and resources on leveraging overall improvements of teaching and learning in schools with the highest levels of poverty. However, we acknowledge that some current schoolwide programs are not undertaking the kinds of fundamental instructional reforms necessary to improve teaching and learning. **Section 1114(b)(1)** responds to these findings by requiring all schoolwide programs to include certain components that research suggests are essential to any high-functioning school.

Under Section 1114(b)(1), a schoolwide program must include the following 8 components:

1. **A comprehensive needs assessment** of the entire school that is based on information on the performance of children in relation to the State content and student performance standards.
2. **Schoolwide reform strategies that--**
  - ◆ Provide opportunities for all children to meet the State's proficient and advanced levels of student performance.
  - ◆ Are based on effective means of improving children's achievement.
  - ◆ Use effective instructional strategies that--
    - Increase the amount and quality of learning time, such as extended school year, before- and after-school, and summer school programs.
    - Help provide an enriched and accelerated curriculum.
    - Meet the educational needs of historically underserved populations, including girls and women.
  - ◆ Address the needs of all children in the school, but particularly the needs of children of target populations of any program that is included in the schoolwide program, **and** address how the school will determine if these needs are met. These programs may include counseling and mentoring services, college and career preparation, such as college and career guidance, services to prepare students for school-to-work transition, and the incorporation of gender equitable methods and practices.
  - ◆ Are consistent with, and are designed to implement, the State and local improvement plans, if any, approved under Title III of Goals 2000.
3. Instruction by **highly qualified professional staff**.

(Components continued)

4. **Professional development** for teachers and aides, and where appropriate, pupil services personnel, parents, principals, and other staff to enable all children in the schoolwide program to meet the State's student performance standards. (In accordance with sections 1114(a)(5) and 1119)
5. Strategies to increase **parental involvement**, such as family literacy services.
6. Strategies for assisting preschool children in the **transition from early childhood programs**, such as Head Start and Even Start, to local elementary school programs.
7. Steps to **include teachers in the decisions** regarding the use of assessments.
8. Activities to ensure that students who experience difficulty mastering any of the State's standards during the school year will be provided with **effective, timely additional assistance**. The assistance must include:
  - ◆ Measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
  - ◆ To the extent the school determines it to be feasible using Part A funds, periodic training for teachers in how to identify difficulties and to provide assistance to individual students.
  - ◆ For any student who has not met the standards, teacher-parent conferences.

- **Title I does not have to pay for these components in a schoolwide program; rather, a school with a schoolwide program must include these components in its school.**

For example, School A decides to become a schoolwide program and to include most of its federal funds in the schoolwide program. Under the new Title I, School A may design the schoolwide program it wants without worrying about which funding source will pay for it or even how the federal funds will be used. As long as the school as a whole includes the 8 components--i.e., does a comprehensive needs assessment, includes schoolwide reform strategies geared to challenging standards, etc.--it can spend the vast majority of its federal resources as it chooses.



- Despite the seemingly equal weight of each of these 8 components, schools should not forget the purpose of a schoolwide program. Professional development, active and involved parents, and transition services are strategies that can help a schoolwide meet its core purpose; but they should not obscure that overall purpose--identifying and implementing those instructional strategies that can increase the quality and amount of learning time for all children to enable them to achieve to challenging academic standards.

**Q2. May a schoolwide program implement the pull-out approach or operate specific programs that focus on a particular grade such as Reading Recovery?**

- A. As long as the school includes the 8 components outlined above, it can implement any approach it chooses to meet the needs of its students. In most cases, enabling all children to achieve to challenging standards will require comprehensive improvements in the instructional program that is provided to all students in the school. But schoolwide program activities need not be uniform for the whole school. If the school's comprehensive needs assessment indicates that certain children can benefit from different types of activities, such as Reading Recovery, H.O.T.S., or other pull-out services for some more intensive instruction, a school certainly should conduct those activities.

*Schoolwide programs serve all children in a school. All staff, resources, and classes are part of the overall schoolwide program. Therefore, when visiting or discussing a properly designed schoolwide program school, references will be made to staff, children, and classrooms, as opposed to, for example, a Title I classroom. Other things that should signal an improperly designed schoolwide program include: reduction of class size is the only evidence of change; only Federal funds are being used to affect change; superintendent requires a school to conduct a schoolwide or prevents a school from conducting a schoolwide, contrary to the school's desire; before providing additional assistance, a school requires certain children to be identified as eligible to receive such assistance.*

## **ADDRESSING THE NEEDS OF ALL CHILDREN**

### **"High standards for all"**

The expanded opportunities in Title I for schoolwide programs are designed to assist schools, districts and States to raise the achievement of all children, but particularly those who have always been the intended beneficiaries of Title I--poor children, low-achieving children, migrant children, children who are neglected or at risk of dropping out, and limited-English-proficient children. By consolidating all funds within a school with many needs, comprehensive planning and reform, and more efficient use of a total sum of funding can **more effectively raise the achievement of those who are farthest behind**, as long as schools understand their responsibility to serve every child and to expect every child to learn.

We emphasize that this shift in Title I diminishes neither the program's continuing commitment to equity nor its central purpose of meeting the educational needs of disadvantaged children. In fact, it is the strength of this commitment that warrants a new program approach for addressing those needs.

### **Safeguards**

The new Title I relies on a **results-based accountability** approach for reinforcing this commitment. This approach is designed to give the public concrete information on how schools and districts are actually doing in raising the achievement of different groups of students. (See standards and assessments chapter).

Section 1114 also includes some additional provisions to ensure that all students' needs are addressed.

- ◆ Schoolwides must address the needs of all children in the school, but particularly the needs of children who are members of the target population of any federal education program whose funds are included in the schoolwide program.
- ◆ Schoolwides that combine migrant education funds under Part C of Title I must, in consultation with parents of migratory children or organizations representing those parents, or both, first address the identified needs of migratory children that result from the effects of their migratory lifestyle or are needed to permit migratory children to participate effectively in school and to document that services to address those needs have been provided. Because migratory children often attend school throughout a 12-month period, a schoolwide school's plan should address all the school's children, not just those who attend during the "regular" school year.

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### **EXAMPLE OF PLANNING SCHOOLWIDE PROGRAMS TO MEET THE NEEDS OF MIGRANT STUDENTS**

A high school implementing a schoolwide program conducts an assessment of the needs of its migratory students as part of its comprehensive planning. Having found that many of the migratory students who enroll at the school need assistance in preparing for the Texas Assessment of Academic Skills (TAAS), which they must pass in order to receive a diploma when they return to Texas, the school provides for tutoring services aligned to the TAAS to be offered to migratory students when they arrive at the school later in the year.

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- ◆ Schoolwides may combine Indian education funds under Subpart 1 of Part A of Title IX of the ESEA if the parent committee established by the LEA under section 9114(c)(4) approves the inclusion of those funds.

### **Sufficient Resources**

To operate an effective schoolwide program, a school must have sufficient resources available. In particular, a schoolwide program school must receive at least the total amount of State and local funds that it would have received in the absence of the schoolwide program, including funds needed to provide services that are required by law for children with disabilities and children with limited-English proficiency.

## **PLANNING FOR SUCCESS**

The schoolwide program comprehensive plan is a crucial element for reforming the instructional program in the school.

### **Development of Plan**

- **The plan must be developed DURING A ONE-YEAR PERIOD unless--**
  - ◆ The school was operating a schoolwide project on the day before ESEA's enactment--10/20/94. The school may continue its schoolwide program as long as it develops a new plan (or amends an existing plan) during the first year of receiving assistance under Title I.
  - ◆ The LEA determines--after considering the recommendations of technical assistance providers--that less time is needed to develop and implement the schoolwide program.
- **There must be broad-based involvement in developing the plan** that includes the community to be served and the individuals who will carry out the plan, including teachers, principals, other school staff and, if appropriate, pupil services personnel, parents of students in the school, and secondary students if the plan relates to a secondary school.
- The plan, where appropriate, must be developed in **coordination with other important programs** within the school.
- The plan should be reviewed and updated regularly to reflect the needs of all children in the school.

### Schoolwide Program Plan (Section 1114(b)(2))

Each school's comprehensive schoolwide program plan must:

1. Incorporate the components of a schoolwide program.
2. Describe how the school will use resources under Part A and other sources to implement those components.
3. Include a list of State, LEA, and Federal programs that will be included in the schoolwide program.
4. Describe how the school will provide individual assessment results to parents.
5. (If the State has developed or adopted a final assessment system) Provide for the disaggregation of data on the assessment results of students and the reporting of those data, but only when those data are statistically sound.

Note: It is the responsibility of the State and district, not the school, to seek to produce, in schoolwide programs, statistically sound results through the use of oversampling or other means.

6. (If the State does not have a final assessment system) Describe the data on the achievement of students in the school and effective instructional and school improvement practices on which the plan is based.

### **New Kinds of Planning**

Title I adds a number of critical provisions to ensure that planning is part and parcel of a school's overall reform efforts and driven by the needs of the students and staff of the school, rather than administrative procedures:

- **A school can use an existing comprehensive school plan to satisfy the Title I planning requirements.**
  - ◆ A school with a comprehensive plan does not have to develop a separate schoolwide plan to satisfy Title I. Rather it can, and is encouraged to, incorporate the schoolwide components into its overall plan.
- **A school can structure its plan in the way it chooses.**
  - ◆ Requiring a schoolwide plan to "incorporate" the components of schoolwide

programs means that the plan does not have to describe each of these components separately or in any particular sequence or manner; it only must address each of these components some place within the plan.

- ◆ A schoolwide plan does not have to track activities or services to funding sources.
- **A schoolwide program plan can remain in effect for the duration of the school's participation under Title I.**
  - ◆ A school should review and update its plan, as it determines necessary, to reflect changes in its schoolwide program or changes to reflect State standards established after the plan was developed.
  - ◆ There is no longer the requirement that the schoolwide plan be submitted to the SEA every three years or to the LEA on a set cycle.
- **A school can maintain its schoolwide eligibility even if it drops below the initial poverty threshold in subsequent years.**
  - ◆ Title I, unlike the former Chapter 1, does not require a redetermination of a schoolwide program's eligibility every three years.
  - ◆ Unlike the former Chapter 1, a schoolwide program does not have to make certain specified achievement gains in order to retain its schoolwide program status.

These provisions support effective and comprehensive schoolwide planning tied to the overall planning of a school. They focus on internal professional responsibility rather than simply externally-driven accountability. And they acknowledge lessons already learned from experience with comprehensive school reform: fundamental change takes time and cannot be piecemeal, fragmented, or discontinuous.

## **SCHOOLWIDE SUPPORT AND ASSISTANCE**

The new Title I focuses on schools as active and central participants in all aspects of schooling. All schools have the authority to make Title I program decisions how to use funds to best meet the needs of their students. Schoolwides, in particular, are far more able to design their own innovative solutions to address their schools' specific problems and needs.

For schoolwides to move successfully to the center stage of Title I reform, they must have access to adequate training and assistance.

## **School Support Teams**

**Section 1117(c)(1)** of Title I requires that each SEA, in consultation with LEAs and schools, establish a system of school support teams to provide information and assistance to schoolwide programs and to assist those programs in providing an opportunity for all students to meet the State's student performance standards.

A school support team will work cooperatively with each school and make recommendations as the school develops its schoolwide program plan, will review each plan, and will make recommendations to the school and the LEA.

During the operation of the schoolwide program, a school support team shall--

- Periodically review the progress of the school in enabling children in the school to meet the State's student performance standards.
- Identify problems in the design and operation of the instructional program.
- Make recommendations for improvement to the school and the LEA.

Each school support team shall be composed of teachers, pupil services personnel, representatives of organizations knowledgeable about successful schoolwide programs or comprehensive school reform (especially distinguished educators) and others who are knowledgeable about research and practice on teaching and learning, particularly about strategies for improving educational opportunities for low-achieving students.

## **Distinguished Educators, Distinguished Schools and Alternative Approaches**

There does not have to be the same number of teams as there are schoolwide programs in a State. Although this is a possibility, the law provides great flexibility for structuring a system of support. For example, the law also provides for:

- **"Distinguished Educators"** to be available to assist schoolwide program schools, as well as other schools and districts furthest from meeting the State standards.
- **"Distinguished Schools"**--those schools exceeding the State's definition of adequate progress for three years that can become mentors to other schools, and receive monetary and other rewards from the SEA and LEA.
- **"Alternative Approaches"**--a State may devise additional approaches to providing assistance, such as providing assistance through institutions of higher education or educational services agencies, as long as these alternative approaches fulfill their obligation for supporting schoolwide programs.

As noted above, it is not necessarily envisioned that there be a school support team for every schoolwide program school in a State but, rather, that there be a State system that would provide access to and support from a combination of entities in the system. The system of school support teams will coordinate and facilitate access to appropriate services and resources for schoolwide program schools. This coordination and facilitation can include direct services from a team or individual team members; team or team members working in conjunction with the SEA, institutes of higher education, regional education laboratories, the National Diffusion Network, and other consultants; or brokering and referring services to schoolwide program schools from such agencies and individuals. This type of system will help to ensure that multiple organizations and resources are effectively and systematically made available to meet individual school and LEA schoolwide program needs.

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**EXAMPLE:**

**WASHINGTON SCHOOL SUPPORT TEAMS/DISTINGUISHED EDUCATORS:**

The selection of 25 Distinguished Educators will be through self-nomination and solicitation from Washington's Talent Bank (includes Apple Award winners, Teacher of the Year, etc.). The selection will be based on a dozen criteria including multiple placement experiences, demonstrated experience working with adults, and a three-year commitment.

Training and supervision will be coordinated through nine education service districts' regional centers. The initial three-day training will take place in the summer at a community college. Topics for training include State reform, IASA programs, group facilitation, the change process, and others. Training will continue throughout the year.

Distinguished Educators will assist schools identified as schoolwide or in need of school improvement as individuals or teams and matched by the needs of the school. An effort will be made to assign Distinguished Educators regionally.

Each Distinguished Educator will be given a laptop to encourage contact with schools, to communicate with each other to avoid isolation, to be on-line with supervision units, and to be on-line with the technical assistance center. They will be able to access curriculum and instruction information for their schools.

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**EXAMPLE:**

**THE PENNSYLVANIA SCHOOL SUPPORT SYSTEM**

Pennsylvania has established a system of support for schoolwide programs and schools in need of school improvement. Since the system's primary mission is to provide technical assistance, the Division of Federal Programs is working cooperatively with Research and Information Services for Education (RISE) and the National Diffusion Network (NDN).

In order to establish a client-based support system, school district personnel have been asked to provide names of organizations and/or persons who are knowledgeable in one or more of these areas: 1) successful schoolwide programs; 2) comprehensive school reform; 3) research and practice in teaching and learning; and 4) effective strategies for improving educational opportunities for low-achieving students. These organizations/persons may include representatives from institutions of higher education, persons from regional educational laboratories or research centers, and individual or group consultants.

Once nominated for the School Support System cadre, the candidate(s) will be asked to provide additional information in a *Candidate's Profile* that will help any school district select appropriate persons with specific knowledge and expertise as a member of its School Support Team (SST). An SST directory and the compilation of the *Profiles*, will be sent to a school district requesting information about persons who can assist with a schoolwide or school improvement program. An 800 number for the School Support Team System will also be available for easy access to information.

When the parameters of the School Support services have been established, the school district and SST enter into an agreement that outlines the workscope and the amount of the SST financial reimbursement. Additional team members may be added on a short-term basis for specified technical assistance.

The Division of Federal Programs, in cooperation with RISE, will provide a training program for SST members. After the completion of the SST's work, the school district personnel will respond to a questionnaire about the implementation of the SST process and the effectiveness of the team members in their selected roles. In this way, the School Support System will be an evolving process.

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## **ACCOUNTABILITY**

Schoolwide programs enable schools with high concentrations of poverty to utilize their many funding sources to provide a comprehensive educational program for all of their children. The goal for this coordinated approach is to enable all children, including those furthest behind, to reach the challenging academic standards established for all children. Under a thoughtful, creative plan that addresses the statutory components, it is hoped that schoolwide programs will be an effective vehicle for providing many target populations with a challenging, cohesive program.

To the extent that schoolwide programs are not effective, however, schoolwide programs are no longer subject to a three-year accountability test. Rather, the same standards, assessments, and school improvement provisions that apply to all Part A-funded schools apply to schoolwide programs. In other words, they are not required to be discontinued.

On a broader note, the Department is directed by section 1501 of Title I to examine, in a national assessment of Title I programs, how well schools are providing participating children an enriched and accelerated educational program through schoolwide programs and how schoolwide programs are meeting the needs of children from migratory families. In this assessment, the Department will examine how the authority contained in the schoolwide program notice (at the end of this chapter) has been implemented.